

THE EVIDENCE BASED CLASSROOM

Including ALL students through Differentiation

DIFFERENTIATION is a KEY component of the Evidence Based Classroom (Effective Instruction)

COMPONENTS OF EVIDENCE BASED PRACTICES:

- Quality Teacher (the effective, master teacher)
- Quality Curriculum (teaching standards to mastery)
- Knowing the Learner (building a personal trust, identifying learning channels)
- Assessment/Evaluation (benchmark, formative)
- Delivery of Best Practice Instruction (learning strategies)
- Flexible teaching and Learning Times (structures: whole group, small group, stations)
- Classroom Environment (positive climate with rules and expectations in place)

THE MASTER TEACHER:

- Starts at the readiness level of students
- Knows where the students are going
- Has high expectations for the students, supports the students, gets students to their goal
- Uses data to determine differentiation
- Motivates students: students experience some success everyday from relevant instruction that is implemented with a variety of strategies

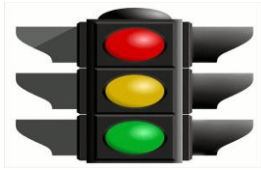
DIFFERENTIATION/INCLUSION:

- Teachers enhance learning by matching student characteristics to instruction and assessment
- The level of complexity is geared to meet the student's abilities
- Provides learning tasks and outcomes that are tailored to students' needs. (*IRIS Center "Differentiation for Reading", 2005*)

Expect BETTER work, not MORE work. The teacher does not give more work to learners who are more capable; instead, the teacher **adjusts the nature of the assignment to meet student needs.**

WHERE DO WE DIFFERENTIATE? WHERE DO WE INCLUDE?

CLASSROOM STRUCTURES: Blending together



Whole group (green) go forward with teacher guided instruction

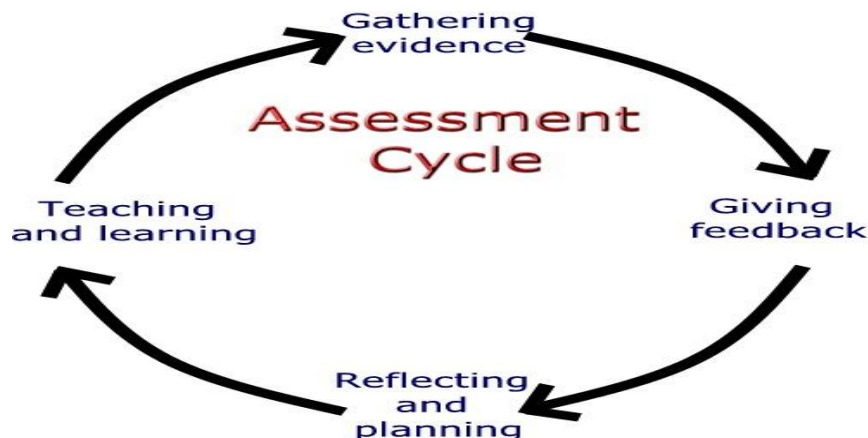
Flexible grouping (yellow) slow down and practice- students work together on purposeful tasks

Small group (red) stop and give students a time to demonstrate mastery with teacher

DIFFERENTIATION/INCLUSION: STEP 1

- Identify the readiness level of the students through benchmark assessment
- Divide students into groups: at risk, strategic, benchmark, above benchmark (This gives the teacher a starting point on the different needs of the students. This also addresses the fact that we cannot stay in whole group the whole time if we are going to meet student needs.)
- Plan ongoing formative assessments to alter the course of instruction for the next day in whole group, small group and centers

If the teacher is not regularly checking for understanding, then the teacher is not in touch with the students' learning. (*Why Formative Assessments Matter*, by Rebecca Alber)



FORMATIVE ASSESSMENT is not about “**GOTCHA**”....(*giving a “pop” quiz to see who studied*).

FORMATIVE ASSESSMENT is checking for learning...to identify who has hit the target goal and who needs more intensive help and practice in understanding. Formative assessment is ongoing all year long. Formative assessment is not given to produce a “grade”. It is given to gain information and identify what the student needs next in order to differentiate instruction.

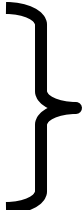
DIFFERENTIATION/INCLUSION: STEP 2

- Teachers must build a trust with each student. Without a trusting relationship, what a teacher says or does will have little influence on the student.
- Teachers must actively **involve all** students in the learning process or you lose the student
- Through observation, formative assessment, and involving students in learning, the teacher will identify learning channels of students and be able to create multiple paths for learning

DIFFERENTIATION/INCLUSION: STEP 3 – CREATING MULTIPLE PATHS FOR LEARNING

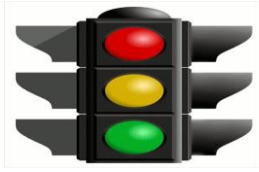
The different ways to differentiate: ***IF YOU DON'T GET IT....I'll TEACH IT ANOTHER WAY!***

DIFFERENTIATE THROUGH:

- Content
 - Process
 - Product
 - Pacing
- 
- DURING WHOLE GROUP, SMALL GROUP, CENTERS
TO INCLUDE ALL STUDENTS

DIFFERENTIATING SMALL GROUP INSTRUCTION:

Small group instruction is led by the teacher and allows the teacher to work with students who have like skills. Small group is a time where the teacher can teach standards to mastery on the level the student understands. Small group with the teacher is the most important structure of the classroom. Small group, in itself, is differentiation because the teacher is pulling students in the group according to their needs. Students are given opportunity to demonstrate learning and mastery in the small group setting with the teacher.



SMALL GROUP: (red) STOP...identify student needs through previous formative assessment. Re-teach, review or enhance instruction. “YOU DO”....allow student to demonstrate understanding through a variety of strategies.

Differentiating CONTENT IN SMALL GROUP: Present content...

- In smaller chunks
- Restate content in a different way
- Activate prior knowledge
- Use visuals and manipulatives
- Enhance the standard for higher achievers
- Use a variety of learning strategies

Differentiation in small group is determined by how the student performed the day before (according to data: formative assessment). In small group, the teacher re-teaches, reviews, or enhances instruction and challenges. The formative assessment will determine who needs instruction slowed down and who needs instruction speeded up.

Managing the Small Group in order to present and differentiate content....

- Identify level of readiness according to data
- Create a management chart to inform students who will be pulled for small group (groups of students will be pulled together according to data)
- Students will be pulled for small group homogeneously
- Small group changes frequently according to data

Differentiating PRODUCT IN SMALL GROUP...

- A time to allow students to demonstrate what he or she has learned
- The product is the daily formative assessment (who “gets it” , “sorta gets it”, “did not get it”)

Examples:

Read it, write it, Draw It
Find the Lie
Graffiti Wall
Exit card

- The formative assessment identifies what the student needs tomorrow (differentiation)

Differentiating PACING IN SMALL GROUP...

- Slow down for those who did not “get it”
- Review for those students who “almost get it”
- Speed up (enhance learning) for those who did “get it”
- BRISK instruction allowing students opportunities to progress at their learning rate

Differentiating PROCESS IN SMALL GROUP...

- The strategies used to help students understand learning

Examples:

“why” questions

visuals/ manipulatives

graphic organizers

summarizing

classifying

Time lines

Drawing

Think time

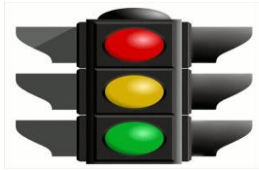
Problem solving

- The process is delivering instruction in different ways using different strategies

CHART how students perform in small group (according to formative assessment) with a plus (“gets it”) a check mark (“sorts gets it”) a minus (“did not get it”). This lets the teacher know who needs to be pulled into which small group tomorrow. This is a form of documenting how the student is performing in the Tier 1 classroom. Tier 1 is the first intervention for all students. If the student consistently does not “get it” and the teacher shows evidence of implementing effective instruction, with fidelity, the student may need a secondary intervention. Before a student can be referred to a secondary intervention, the teacher must have documentation that Tier 1 intervention is not working. The formative assessment (and frequent progress monitoring) gives the teacher documentation. Or, if the student is a special needs student and this student is consistently making no progress with effective practices in place, the special needs student may need intensive intervention (Tier 3) through the special education teacher (outside the core content block).

DIFFERENTIATING WHOLE GROUP INSTRUCTION:

Whole group instruction should not last longer than 20-30 minutes. Students must constantly be engaged or they are lost to boredom and become inattentive and possible behavior problems. Either way, gaps in learning increases. Students must have physical movement and engagement or their brains shut down! Use the stop light to stay on track during whole group instruction.



WHOLE GROUP: (green) The “I DO”...teacher guided instruction..**GO forward**

WHOLE GROUP: (yellow): The “WE DO”..**slow down**, give students time to practice

WHOLE GROUP: (red): The “YOU DO” **stop** and allow students to demonstrate learning through a formative assessment at the end of group instruction. This identifies “who got it”...”who did not get it”

Differentiating CONTENT IN WHOLE GROUP: Present content...

- Systematic, explicit, direct instruction
 1. Review a previously taught standard (bell-ringer) (should look like summative test questions) (have students keep notebook on bell ringers)
 2. Re-teach (bell-ringer) briefly using multiple techniques (*If you don't get it, I will teach it another way*)
 3. Identify lesson's objective (give purpose to the student) (Use a “hook and focus” activity that will motivate the learner)
 4. Build specific knowledge based on data (formative assessment/common assessment)
 5. Activate background knowledge
 6. Expand on what the students already know
 7. Deliver instruction in “chunks” checking for understanding as you go (*10:2)
 8. Model and demonstrate; provide examples
 9. Maximize student engagement through a variety of strategies

***10 :2**

- 5 – 10 minutes of instruction (or less) (Delivering instruction in “chunks”)
- 2 – 5 minutes of strategy (giving students practice time)

Examples:

Inside/Outside Circle

Fly Swatter

Power Teaching (pair check)

USING THE STOP LIGHT....LOOKS LIKE THIS:

YOU DO



STOP TO CHECK FOR UNDERSTANDING

Find the LIE

Assess

WE DO



STUDENTS COLABORATE, PRACTICE

TURN and Talk

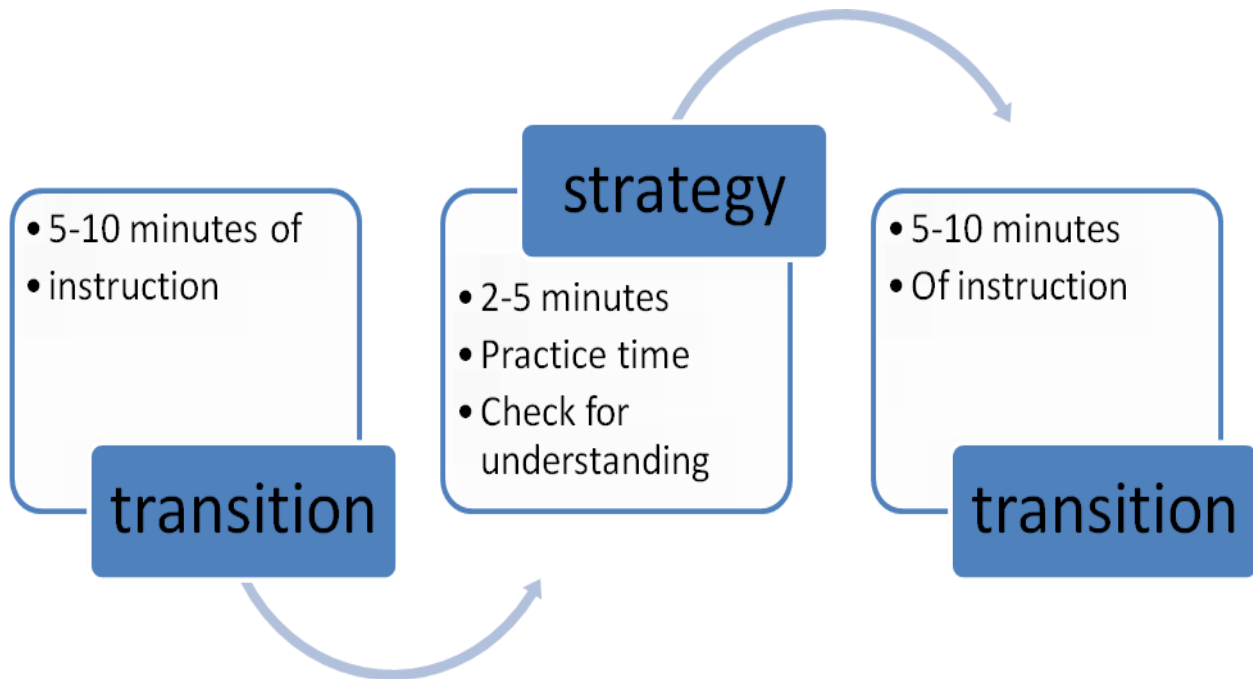
Practice time

I DO



TEACHER GIVING GUIDED PRACTICE

5-10 instruction



Differentiating PRODUCT IN WHOLE GROUP....

- Formative assessment (allowing students to demonstrate learning). Quick assessment at the end of whole group instruction. This identifies what the teacher will do the next day.

Examples:

Find the lie

Read it, Write it, Draw It

Fish Tail

Graffiti Wall

Exit card

Differentiating PROCESS IN WHOLE GROUP....

- Strategies being used to help students understand
- The WE DO and YOU DO phase
 - Examples: Graffiti Wall, Inside/Outside Circle, Rally Coach, Window Pane etc.

Differentiating PACING IN WHOLE GROUP...

- Brisk
- Gives adequate time for student understanding

You DO



Stop to see if students understand independently... (assess)

We DO



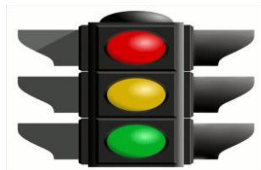
Slow down to see if students understand collaboratively... (Strategy)

I DO



Proceed forward with effective, guided instruction...

DIFFERENTIATING FLEXIBLE GROUPINGS/STATIONS/CENTERS



STATIONS: (yellow) the “WE DO”...collaboration time, practice time with purposeful meaningful tasks. Students are grouped in mixed levels in order for students to help one another as well as build social skills by working with a group of students in an organized manner.

Differentiating CONTENT IN STATIONS: Key points to remember:

- Expect better work not more work.
- Adjusts the nature of the assignment to meet the student needs.
- Concept is same, level of complexity is different.
- Use colored folders or colored dots to differentiate activities.

- Activities must be *purposeful* and *meaningful* for **ALL** students.
- Students must be accountable for station work. This may be done through a tracking log, notebook, or journal.

Differentiating **PRODUCT IN STATIONS**:

- The completed task(s) allows the student to demonstrate understanding. Task(s) for each individual student is based on their level of understanding.

Differentiating **PROCESS IN STATIONS**:

PROCESS: STRATEGIES THAT ARE USE TO HELP STUDENTS “GET IT”

- Research indicates that a teacher needs at least 40 strategies in the tool chest
- Strategies are used to keep students engaged in learning and involved in the learning process and providing differentiation.
- Examples of station strategies: graphic organizers, charts, maps, role playing, drawing, collages, timelines, matching, summarizing, identifying similarities and differences, listening, writing, classifying, venn diagrams, concept circles, choral reading, paired reading, vocabulary building, creating categories, researching, etc.

Differentiating **PACING IN STATIONS**:

- Task(s) are assigned according to individual abilities, and should provide somewhat of a challenge. (It must be purposeful and meaningful)!
- Task(s) should be planned so that students are able to complete task(s) in the allowed time

DIFFERENTIATION is **INCLUDING ALL** students is a process that accommodates instruction for **ALL** students based on their level of understanding.

STUDENTS MUST EXPERIENCE SOME SUCCESS EVERYDAY. SUCCESS BREEDS SUCCESS. IF WE DIFFERENTIATE TO INCLUDE ALL STUDENTS, EVERY STUDENT WILL HAVE SOME SUCCESS EVERYDAY.

GOOD GRADES MAY MOTIVATE, BUT POOR GRADES HAVE NO MOTIVATIONAL VALUE. WE MUST LEARN TO PROMOTE LEARNING BY GIVING STUDENTS ADEQUATE PRACTICE TIME.

STEPS TO MASTERING EFFECTIVE TEACHING: (It does not happen overnight...it happens with practice.... practicing evidence-based best practices)

Master one structure (whole group, small group, stations) before adding another structure. It may take some time, but it will be worth the time in practicing and mastering before moving forward. Take it slow!!! Students should never have to guess what is expected of them. Teach steps clearly and allow for practice time. It depends on teacher as to how long each step will take to master. Structures do not happen overnight!!! To get it correct....teachers, as well as students, need adequate practice time.

1. Classroom management: clearly taught: rules, procedures, expectations, routines. Establish a classroom reward system and verbally praise 5:1. If you are dealing with behavioral issues, you cannot maximize instruction.
2. Whole group instruction: 20 minutes...30 tops! Use systematic, explicit instructional techniques. Present in “chunks” then give practice time through a variety of strategies. Assess at the end to let students demonstrate understanding. DO NOT begin stations until whole group instruction is implemented with fidelity and effective classroom management.
3. Introduce ONE station at a time. Teaching clearly the expectations. Add only another station after students have demonstrated complete understanding of station work and responsibility. Students must be taught, and given practice time, on transitioning from one area to the next in the classroom. MUST be taught clearly.
4. Teacher begins pulling to small group after students exhibit station understanding.

HOW DOES THIS WORK IN A CO-TEACHING ENVIRONMENT: Teachers are equal partners. They share responsibility in all structures of the class. They plan together and each is accountable for student learning.

SUPPORTIVE INCLUSION (CO-TEACHING)

Heterogeneous Groups

Diagram illustrating a homogeneous group. It shows two identical sets of 7 dots each, arranged in a 3x3 grid with the center dot missing. The sets are labeled 'Homogeneous Groups'.

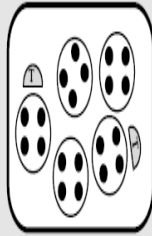
PARALLEL INCLUSION (CO-TEACHING) SMALL GROUPS (maybe homogeneous or heterogeneous)

Model D: Multiple Groups

Teachers monitor/teach

Student grouping: Groups may be homogeneous or heterogeneous

Teacher roles: Each teacher monitors and/or teaches



TEAM TEACHING INCLUSION (CO-TEACHING) Includes all forms of co-teaching

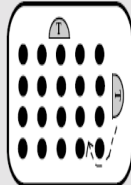
Model A: One Group

One lead teacher

One teacher "teaching on purpose"

Student grouping: Whole class

Teacher roles: One teacher takes the lead in instruction
One teacher provides "on purpose" instruction

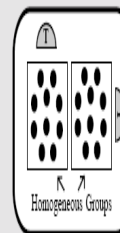


Model C: Two Homogeneous Groups

Teachers teach different content

Student grouping: Two same-ability large groups

Teacher roles: Each teacher instructs one group

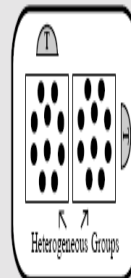


Model B: Two Heterogeneous Groups

Two teachers teach same content

Student grouping: Two large groups

Teacher roles: Each teacher instructs one group

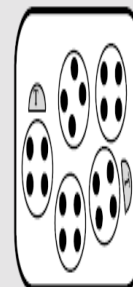


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